



DEPARTMENT OF THE ARMY
UNITED STATES ARMY GARRISON - HESSEN
UNIT 20193, BOX 0001
APO AE 09165-0001

REPLY TO
ATTENTION OF

IMEU-HAN-HR

25 August 2005

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: Command Policy (CP) 1-2, Civilian Personnel Recruitment Policy

1. PURPOSE. To define and establish the United States Army Garrison (USAG) Hessen Garrison Commander's recruitment and selection procedures policy.

2. APPLICABILITY. This policy applies to all selecting officials in USAG Hessen and its subsequent Tailored Garrisons.

3. POLICY:

a. People constitute the heart of our organization. Fostering an environment of mutual respect, dignity, and fair treatment in order to ensure successful mission accomplishment comprises my number one priority. I fully support the Merit Promotion System and am committed to the widest possible competition in filling positions within USAG Hessen/Tailored Garrisons. In support of this goal, I want garrison commanders and selecting officials to adhere to the following:

(1) Selecting officials must use competitive recruitment and selection procedures when filling civilian positions. All permanent Recruit/Fill (APF, NAF or LN) actions must be announced at the full performance level and will be open for a minimum of 15 calendar days. Establishing developmental or trainee positions, as well as identifying name requests will require my approval.

(2) Ranking panels will be required for GS-11 and above positions (NAF and LN equivalent grade, see "Attachment 1" equivalent interchange chart). Selecting officials will interview, either telephonically or in person, at least two applicants from the ranked applicant list generated by the ranking panel. Selecting officials must also ensure references are checked for all applicants who will be interviewed. At a minimum, the selecting official will consult the applicant's present supervisor and at least one other supervisor in the stated work history. The panel and evaluation matrix must be established within one week prior to receipt of the referral list and selection must be made NLT two weeks after all the interviews are conducted. A member of the Civilian Personnel Advisory Center (CPAC) will serve as a non-voting technical advisor to the selection panel.

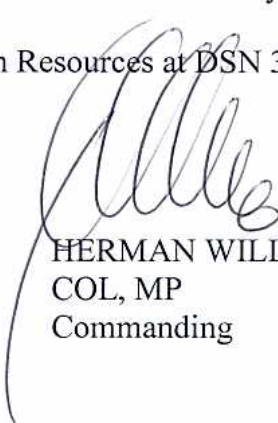
A ready reference **guide** on interviewing and selection panel procedures is provided as an attachment (see "Attachment 2") to this policy memorandum. Although this guide is not mandatory, it should be considered throughout your hiring process. Ranking panels should, when possible, reflect representative diversity factors such as sex, race, and ethnicity. Composition of the panels must include a member of the USAG Hessen staff, usually the program manager for the MDEP from which the position is being funded. The appropriate and respective Equal Employment Opportunity (EEO) Officer will also serve as a non-voting advisor and will be an integral part of this process. He or she must review selection criteria, matrixes, and interview questions.

(3) Approving Officials: For all GS 14 and above positions, the approving official is Mr. Russell Hall, IMA-E Regional Director; For GS 13 positions, the approving official is the USAG Hessen Garrison Commander; and for GS 11 and 12 positions the approving official is the respective Tailored Garrison Commander. Prior to notification of the selected applicant, the approving official must be advised of the selection and a "job offer" may not be made without the express concurrence of the approving official.

b. Non-competitive actions, e.g., reassignments, voluntary changes to lower grade, NAF to APF conversions, etc., for positions at and above the grade of GS-11, as well as any other exceptions to this policy will require prior approval from me or when delegated the USAG Hessen Deputy to the Commander.

4. This policy memo supersedes 104th ASG Command Policy 1-2 dated 28 December 2004

5. Point of contact is Directorate, Human Resources at DSN 322-1320.



HERMAN WILLIAMS III
COL, MP
Commanding

DISTRIBUTION:
"A"

ATTACHMENT 1

The correlations between the General Schedule and the NF grades are as follows:

An NF-01 is equivalent to GS-01 through GS-02.

An NF-02 is equivalent to GS-03 through GS-04.

An NF-03 is equivalent to GS-05 through GS-08.

An NF-04 is equivalent to GS-09 through GS-12.

An NF-05 is equivalent to GS-13 through GS-15.

An NF-06 is equivalent to SES. (Army has only two)

ATTACHMENT 2

READY REFERENCE GUIDE FOR SELECTION/INTERVIEW PANELS

The CPAC representative participates as an advisor to the selecting official and to the panel on issues such as panel responsibilities, panel composition, confidentiality of information, proper documentation and maintenance of selection information, and overall fairness of the process.

The make-up of the selection and interview panels must, when possible, reflect representative diversity factors such as sex, race, and ethnicity. Only the approving official may waive the diversity requirement when circumstances warrant (e.g. unavailability of female, GS-11, etc). The approving official will designate a Chair of the Panel (CoP) and the composition of the panels must include a member outside of the selecting official's organization. Interview panels can be the same members as the selection panel, but must also include the selecting official. Selection criteria, a matrix to record/compare individual panel member results (comparison matrix), and interview questions must be reviewed by the selecting official and the Equal Employment Opportunity Office before the panel is conducted. Comparison matrices are required for all positions GS-11 and above and NAF and LN equivalent.

The CoP should examine each applicant's packet ensuring all packets are complete and in order. The selecting official and the panel should review the job description of the vacancy and become familiar with the major functions and the knowledge and experience required by the applicant to perform the major functions of the job. Additionally, if the vacancy is in a career program, they should review the basic qualification standards and the career program literature as to the recommended education, typical/key assignments, recommended training source and competencies. The objective is to be able to properly credit candidates who do everything required of them to enhance their competitiveness.

The CoP or the selecting official should prepare a comparison of candidates by outlining a summary of each candidate's directly related experience, equivalent experience, directly related education, other education, directly related training, other training, and awards/appraisals. The enclosed sample "Comparison Summary" can be used as a guide.

The selecting official will refer to the attached "Interview Guide" to develop interview questions or use some of these sample questions. Selecting officials may not give oral, written, performance, job knowledge, or other tests to referred candidates. Selecting officials are cautioned that divulgence of this information to unauthorized persons is a basis for disciplinary action.

The selecting official should call previous supervisors for work experience information on individual candidates. The selecting official will make a selection within two weeks of the last interview. The selecting official should document his/her reasons for selection when the selection is different than the panel results/recommendations. The reasons for selection should be directly related to the job requirements and how the experience and education of the selected candidate meets those job requirements.

The selecting official will forward selection to their CPAC representative. Selecting official will not inform the selected candidate. The CPAC advisor will commit the job to the selected candidate after clearance from the CPOC.

Panel members will review all written records presented by candidates. Panel members will consider only merit factors as they pertain to the position being paneled. Panel members will not release any information pertaining to the review of these candidates or the panel results except when the request comes from an authorized official or inquiry.

Write the candidate's number on top of the scoring sheet. Sign and date scoring sheet at the top. Your numerical scorings should result in a definite placing. You should not tie points. If you do, you should review again and break the tie. You should produce an order of placing for each candidate.

The Knowledge, Skills and Ability Rating Scales

Experience (Score points 7 - 1)

Education and Training (Score points 7 - 1)

Appraisals (Score points 7 - 1)

Each KSA will be scored for Experience, Educ/Trg and for appraisals

Highest Quality Level	Substantially High Level	Moderately High Level	Average Level	Below Average Level	Lower than Average Level	Lowest possible score
7	6	5	4	3	2	1

The subtotal points for each category are then multiplied by a weight for the category. Experience is weighted times 3, the educ/trg is weighted times 2 and the appraisals times 1. All three total points are added for a final score for the candidate.

For each rater, the candidate with the highest final score is listing at the top and placings are determined by the assigned points. So each rater places the candidates from 1st place to 5th place. The placings are computed for each rater. From these placings one overall selection panel recommendation order will be developed. If there are tied ratings, the candidate with the highest individual numerical score points of the candidates who are tied will be placed ahead. The selection panel, for their part, will furnish the top names (before a natural break) in alphabetical order to the selecting official. All score sheets will be maintained for the record by the Human Support Services Directorate.

RANKING PANEL

How to choose a panel: The panel members should be the same or higher grade to the position being paneled. There should be three or more members to the panel. The panel members may be subject matter experts or internal customers to the position being paneled. The panel members should have a diversity of backgrounds and experience. Membership on panels should be rotated among those qualified to serve on the panels. The panel members should excuse themselves if there is a conflict of interest between themselves and any of the candidates. CPAC or the CoP should sanitize all applications prior to distribution to the individual panel members so that the names of the candidates do not appear on the applications. Panel members may be located on the installation or outside the installation, but must be an employee of the US Army. A CPAC Advisor must be involved in the paneling process and should be available to provide guidance and instructions to the selecting official and the panel members.

All panel members should review the job description of the vacancy and become familiar with the major functions and the knowledge required by the applicant to perform the major functions of the job. Additionally, if the vacancy is in a career program, the panel members should review the basic qualification standards and the career program literature as to what are the recommended education, typical/key assignments, recommended training source and competencies. The objective is to be able to properly credit candidates who do everything required of them to enhance their competitiveness.

Panel members are required to complete a comparison summary of candidates experience and education (see below).

Sample Candidate Comparison Summary

Name of Candidate	Directly Related Experience	Other Experience	Directly Related Education	Other Education	Directly Related Training	Other Training	Awards /Appraisals
Brown	6 years	2 yrs 5 mo	Masters-Educ		MOS Trg	Automation	Exceptional
Red	7 years	1 yr	BA - Human Resources		Leadership	Budget	Fully Successful
White	2 years	6 months	some college				Highly Successful

All panel members should be in agreement with the methods used to rank the candidates.

Managers/selecting officials/CoP are responsible for developing objective, measurable, defensible criteria for reviewing applications and for interviewing candidates. CPAC/EEOO advisors will review matrix prior to implementation Suggested application rating criteria below:

Sample Evaluation Matrix

Candidate Number:			
	Experience	Education/Trg	Appraisals
Skill, Knowledge, Ability	Scale 1-7	Scale 1-7	Scale 1-7
Apply systematic approaches to training			
Use evaluation procedures and tools to assess instructional effectiveness			
Prepare reports using appropriate administrative procedures			
Manage resources (time, people, money)			
Use automated information management systems			
Sub-Subtotal			
*Weights	x3	x2	x1
Subtotal			
Evaluator:	Grand Total Score _____		

*The weights add a multiplying factor the experience, education/training, and appraisals which increase the importance of experience over education/training and education/training over performance for the total scoring.

WHY INTERVIEW?

There is a great deal of information to be gained and shared in an interview. An interview gives you an opportunity to tell the candidate about the job and your organization and about the conditions of employment such as location, tour of duty, travel requirements, equipment and facilities available. And it gives you an opportunity to expand on the information found in the candidate's application. It can help you to have a more rounded picture of the candidate to determine if he or she will be a good match for your position and your office. In addition, it allows the candidate to determine if this really is a job he or she would like to have.

As a supervisor filling a vacant position, you want to represent your organization in a professional manner. You also want to avoid complaints, grievances, and appeals from the people you interview. The information in this booklet will help you to collect the information you need to make an informed decision and to avoid questions or actions that could be perceived as offensive or discriminatory.

Although it is not required, it is strongly recommended that you personally interview 4 or 5 of the most qualified candidates. Candidates on extended leave or who are located outside the commuting area should be given full consideration in this process.

APPLICANTS MAY COME FROM A VARIETY OF SOURCES

- Resumix Referral (People who have some kind of appointment eligibility)
- Merit Promotion
- Reassignment
- Reinstatement
- Change to Lower Grade
- Excepted Service (e.g., VRA, Handicapped)
- Transfer From Another Agency
- OPM Certificate (DEU) (People who have never worked for civil service and do not have any kind of appointment eligibility or applied via OPM Certificate)
- Career Referral (People who are registered in an Army Career Program)

PREPARING FOR THE INTERVIEW

Review the job description and performance standards for the vacant position. Review the knowledge, skills and abilities (KSA's) required by the position. Examine your activity's EEO profile in relation to representation of racial minorities and women. Review your Affirmative Employment Plan. Review the applications. Write down information that you will use to make your decision. Note information you want to pursue in the interview. Develop job-related questions to ask the applicants. All interviews should be structured, that is, all applicants should be asked the same questions in the same order. Schedule so there will be no interruptions. Let your staff know you do not want to be interrupted. Do not answer the phone during the interview.

Be able to answer questions about the location of work, type of office or shop, working conditions, hazards, transportation difficulties, hours of duty, salary, travel required, overtime expected, etc.

Consider use of a panel to interview applicants.

WHO SHOULD INTERVIEW

The same person or people should interview all candidates. Preferably, the supervisor of the vacant position should conduct or take part in the interview. If this is not possible, the second-level supervisor or member of the supervisor's staff should interview.

PREPARING INTERVIEW QUESTIONS

Review the job description and the knowledge, skills and abilities to develop questions that will get the desired information from the applicant. Prepare a sheet on each applicant to be interviewed. (Sample Format-Appendix A)

Check that questions do not violate EEO regulations, that is, they concern only job-related requirements. If a panel is conducting the interview, each member should be assigned specific questions to ask.

As the applicant answers the question, write a short note to indicate the applicant's answer. It need only be enough to jog your memory later during the rating. A few key words will help you to remember what was important about the applicant's answer.

Personality traits such as being loud or overly aggressive, behavioral mannerisms such as avoiding eye contact, and the applicant's attitude such as only giving negative responses or blaming all problems on others, can be identified on the evaluation forms and can be considered in your selection decision providing their use is nondiscriminatory.

Factors such as a worker's length of years before being eligible for retirement and lower salary requirement can be used as a basis for decision making. (Courts have ruled that factors correlated with age do not constitute, by themselves, age discrimination)

PHRASING QUESTIONS

Develop specific questions based on knowledge, skills and abilities required for the position. Ask open-ended questions that require answers that will give you more information about the employee. Try leading off with a question like: "Tell me about your job at XYZ division." If the candidate is hesitant, ask a more specific question such as "What experience have you had resolving (situation)?" or "Tell me about some problems you solved in applying (agency) policy concerning (subject)".

1. **OPEN ENDED** – Those that require more than a "yes" or "no" answer. If your question begins with how, when, why, it is probably open-ended.

Don't ask - Have you had experience in double-entry bookkeeping?

Do ask - Tell me what experience you have had with double-entry bookkeeping.

2. **PROBING** – Go from the general to the specific.

Don't ask - Have you had courses in tests and measurement?

Do ask - I see in your application you have had training in tests and measurement.

Would you explain further what that involved?

3. **REFLECTIVE** – These questions/comments indicate your interest and assure that you have understood what the applicant said.

"You say you have performed such and such a duty, tell me more."

"As I understand, you said."

4. **POORLY-PHRASED QUESTIONS** - You should avoid some types of questions:

a. Multi-Questions – questions that address more than one issue are confusing for both the candidate and the interviewer. The questions you ask should address only one topic.

b. Common Questions – some questions have been asked so often that candidates expect them. For example, "Why do you want this job?" Candidates usually have prepared answers based on what they think interviewers want to hear.

c. Complex Wording – questions which candidates do not understand will confuse them. Use language candidates will understand. Don't try to talk above their heads.

d. Yes or No Questions – some questions can only be answered "yes" or "no" and these questions do not cause the candidate to offer more information. If your questions begin with HAVE YOU, DO YOU, WOULD YOU, CAN YOU, they are probably "yes" or "no" questions.

e. Test Questions – do not ask questions that sound as if you are testing the candidate.

The following are examples of "test" questions:

What would you do to resolve (Situation)?

What is Department of the (Army or Federal) policy concerning (subject)?

g. Questions on Feelings – ask about things accomplished not feeling:

Don't ask - How do you feel about doing this kind of work?

Do ask - What experience have you had in doing this kind of work?

SAMPLE QUESTIONS

-Would you expand on your experience in (field or specific area)?

-What are some of the things you are looking for in this job?

-What are your strengths?

-What aspects of this job don't you like?

-What type of assignments do you like? What are things you wish to avoid?

- What do you consider to be some of your significant accomplishments?
- What are your career goals and how does this job relate to them?
- When you were in school, what types of classes did you like best? Why?
- What do you think your last supervisor will tell me are your two strongest, weakest areas?
- What are your plans for self-improvement?
- What activities have you been involved with away from work that has responsibilities similar to our job?
- What part of this job sounds the most interesting to you?

AREAS TO AVOID!

During an interview, if the candidate has a perception that there is discrimination, it is just as detrimental as if it really exists. To avoid conflict with EEO regulations and a perception of discrimination, all interview questions should be job-related. Listed below are subjects that the courts determined were discriminatory because they were not job related in the cases brought before them. Yet, there are instances where such questions are job related and can be asked. You can ask any question if you can justify that it is job related. However, by not bringing up unrelated subjects you will not have to prove you did not misuse the information. If candidates volunteer information on any of these subjects, you should tell them that you will not be using the information in making your selection.

-Date of Birth	-Next of Kin	-Child Care Arrangements
-Social Security Number	-Military Service	-Views on Birth Control
-Marital Status	-Social Clubs	-Smoking
-Home Address	-Handicap	-Military Family Member Status
-Birthplace	-Race	-Union Activity
-Religion	-Color	-Women's Rights
-Arrest Record	-National Origin	-Employee Organization
-Sex	-Politics	
-Age	-Occupation of Spouse	

"OTHER DON'Ts"

- Don't ask questions regarding candidate's personal life.
- Don't ask candidates to explain a work process. This can be construed as a test.
- Don't discuss the candidate's physical characteristics unless they directly relate to a position requirement.
- Don't ask questions related to military service unless they relate to the position.
- Don't discuss foreign language aptitude unless it is a job requirement.
- Don't use trick questions or gimmick questions.
- Don't try to counsel the candidate – interviews are for information gathering.

- Don't argue if you disagree with the candidate.
- Don't reach a conclusion early in the interview.
- Don't ask about use of sick leave.

<u>PREJUDICIAL QUESTIONS</u>	<u>REPHRASED QUESTIONS</u>
Would your husband or children object to your being away in a travel status?	This position requires extensive travel – will that present problems?
Do you have a disability? Have you ever been treated for the following.....?	Do you have any conditions that would affect your ability to perform the duties of this position or would require specific accommodations?
Have you ever been arrested?	Do you know of any reason you would be unable to get a security clearance?
Do you have family commitments that would keep you from working overtime?	This position requires overtime one Saturday each month. Will that present any problems?
What is your native language? How did you learn to speak Italian?	Did you use Italian in your last position?

CONDUCTING THE INTERVIEW

1. Length of the Interview - The length of the interview should be about the same for each applicant. If one applicant's interview takes 10 minutes and another applicant's interview takes 45 minutes, the applicants might notice the difference and feel they were mistreated.

2. Location - You should interview each applicant at the same place.

3. Seating Arrangement - The seating should be arranged so that the interviewer and the applicant both are comfortable. If the interviewer sits behind a table and has the applicant seated several yards in front, the applicant is likely to feel that he/she is being interrogated. A less formal arrangement will help the applicant relax. Be sure the seating arrangement is the same for each applicant.

4. Starting the Interview:

a. Greet the applicant personally at the door. Thank him/her for coming. Make the applicant comfortable.

b. Use his/her name; shake hands. Make sure the applicant knows who you are – if a panel – introduce all members.

c. Arrange for someone to handle phone calls and interruptions. Ensure enough time is allotted for a full interview.

d. Talk of general things in the candidates background to relax him/her. "I was interested in your experience at IBM." "I notice you are a member of Toastmistress."

5. The Interview - Use the same basic questions for each applicant. Ad-lib follow-up questions if you need more information. Try to get the applicant to do most of the talking. Do take some notes to help you remember what was said, but don't write constantly while the applicant is speaking. It is difficult to write and listen at the same time.

- a. Treat all candidates alike.
- b. Set aside all biases.
- c. Don't stereotype – don't assume that all Blacks do this, all Hispanics do that, all Women are this way or that way, etc.
- d. Don't use the halo effect – just because you went to the same school or the applicant has a strong handshake, don't assume other characteristics.
- e. Don't pitchfork applicants – don't let one personality trait or one aspect of the Application turn you off.
- f. Don't jump to conclusions or make assumptions from the answers. Ask more probing questions if the answer is vague for your needs.
- g. Echo – If you want the applicant to say more on a particular subject, try repeating some of his/her own words. For instance, if the applicant has just said, "I didn't like the work." You echo the words "didn't like the work?" to let the applicant know you want more information on this subject. The echo technique will help you to get more information while asking fewer direct questions.
- h. Silence – When an applicant does not give you a complete answer or enough information, do not hurry to break the silence. A pause gives the applicant time to think of additional information to add to the response.
- i. When you do have answers to all the questions you had planned to ask, invite the applicant to ask questions about the job. The questions the applicant asks can give both of you more information.

CLOSING THE INTERVIEW

1. Close the interview by explaining what happens next in the selection process. For example, if you plan to interview more applicants before you make your decision, say so. Tell the applicant that he/she will be notified at a later date of your decision.
2. Do not make a job offer or tell the applicant that he/she ranks higher or lower than other applicants.

AFTER THE INTERVIEW

Before you see another applicant, give yourself time to organize your notes. If using an individual rating sheet (see Appendix A), take each job element and write in the block any evidence found that would indicate the use of that knowledge, skill and/or ability and where this information was found. Rate each element.

In rating the applicants, keep a consistent standard in mind. Avoid comparing applicants, rate each applicant according to the performance indicators you have set. If a selection panel has been used, each panel member should independently rate each element and then the panel should come to an agreement on the overall final rating of each element.

MAKING YOUR DECISION

Review your interview notes on each applicant to assure they are clear and in order. Review the applications of all the candidates again. Do this in light of what you learned at the interview. But be careful not to assume more than can be found in either the application or the interview notes. Review your ratings on each element again.

Consider whether you have a balance of minorities and women in your organization. If you are underrepresented, give this factor weight in your decision. When making your decision, remember that people tend to act pretty much in the future as they have acted in the past under similar conditions. It is recommended you contact current and former supervisors and other references. (The information above on phrasing questions may be used to develop questions for references.) What you know about a person's past can be used to predict what you can expect from the applicant on the new job. However, as a person's life is always changing it is important to note that the experience can never truly be repeated under the same conditions. Total the number of points for each applicant.

Your final selection decision must balance all of the above information and must be based on one or more legitimate, job-related reasons as to why this applicant of all the applicants can be expected to perform the job most successfully.

RECORDING YOUR DECISION

After you have made your selection, you should document the reason(s) for your choice, emphasizing how the selectee is better qualified than other applicants. Your logic should be clear to whomever may review your selection. Annotate the referral list with selectee's name, and return the listing through your organization's channels to the Civilian Personnel Advisory Center (CPAC). The CPAC will offer the position to the selectee.

Do not discuss the selection decision with the selectee, other applicants or even other staff members until after the offer is made and the position accepted. Other persons involved in the selection process will also refrain from release of selection information. Keep your notes and other materials relied upon to make the decision for use should you be asked to justify your selection decision.

INDIVIDUAL RATING SHEET

INDIVIDUAL RATING SHEET			
CANDIDATE	RATING	VACANCY #	
	0 - Not demonstrated or of no value 1 - Of some value 2 - Potentially acceptable 3 - Acceptable 4 - Above average 5 - Superior	JOB TITLE/SERIES/GRADE	
JOB ELEMENT	JUSTIFICATION	SOURCE	POINT VALUE
A. Ability to apply correspondence rules and prepare various types of correspondence.	As a Clerk-Steno, prepares variety of correspondence including staff papers, fact sheets, and messages. Assists others in proper format. Uses variety of guidelines. Completed Army Correspondence Course. 1 yr. Business included English usage. Received Exceptional appraisal in 1997 which cited her ability to assist others in preparing correspondence and applying rules of grammar.	Interview Job Application & Supplemental Sheets Employee Performance Appraisal	5
B. Ability to meet and deal with high-ranking civilian/government officials.	Communicates daily with employees in immediate office (clerical personnel and low ranking military). Worked as telephone solicitor relaying product information for approximately 3 months. No related training, education, awards.	Interview Job Application & Supplemental Sheets Employee Performance Appraisal	2
C. Ability to manage supervisor's calendar, time/travel schedule	Schedules/cancels appointments at request of supervisor or with his approval. Types travel orders and vouchers. Prepares conference room for meetings. On occasion, makes travel arrangements for supervisor. Completed course on Preparation of Travel Orders and correspondence course on Time Management. No award related to this ability.	Interview Job Application & Supplemental Sheets Employee Performance Appraisal	3
			TOTAL 10